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ABSTRACT

The Instructional Support System for Occupational Education (ISSOE) project, conducted in New York, focused on (1) review of individualized education systems, (2) selection of appropriate occupational clusters, and (3) development and field testing of a system and materials. A product of the Managing Student Progress series of the ISSOE program, this handbook shows the options available for reporting student progress in occupational education programs, so that local educational agencies can select the option that will best fit their needs. It contains the optional data-collection forms for annotated individual education plans for each student and a class progress chart, and explains how to use them. This user's guide also explains schedules, processing and correction procedures for data collection, and includes a section explaining what to do if problems develop in reporting student progress. (KC)

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Many individuals at the Cornell Institute for Occupational Education have assisted in the development of this ISSOE User's Guide. For the past few years CIOE/ISSOE research projects have been under the general supervision of Drs. Alan Edsall and Vernon Beuke, Institute Research Associates. For the last year, Dr. Robert Frank has functioned as Institute Coordinator for ISSOE Projects, and has been instrumental in both the development and implementation of support materials and field test plans. He was primarily responsible for the development of this guide. He was assisted, in the early stages of this work, by Dr. Edsall. I am very appreciative of their efforts and assistance in both phases of the CIOE/ISSOE field tests.

Production of this guide would not have been possible without the dedicated assistance of the support staff at the Institute. Production assistance and coordination were maintained by Madeline Dean with help from Lois Snyder, Cindy Moore, Sharon Bobnick and Susan Alexander, secretaries. Fiscal coordination was the responsibility of Lynn Rycroft and editorial assistance was rendered by Johanna Pank and Eva Kaufman.

Finally, thanks must be extended to the many occupational education teachers in New York State who assisted in the review and critique of this guide.

James A. Dunn
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INTRODUCTION

The ISSOE system for reporting student progress is designed to provide interim and end-of program information regarding student progress in competency-based occupational programs. The reporting forms will provide a graphic display of the process for students, teachers, parents, guidance counselors, employers and administrators. Interim reports during the year will allow teachers to review the student's progress toward his or her occupational goal, so that necessary adjustments can be made to facilitate the process. In order to produce these informational forms, it is necessary to gather data on individual student performance periodically.

This handbook shows the options available for reporting student progress in occupational education programs, so that local educational agencies can select the option that will best fit their needs. The optional data-collection forms available are:

1. Annotated Individual Education Plans for each student

2. Class Progress Chart

This is one of a series of booklets developed to define and explain components of the system for the "Management of Student Progress" in the ISSOE system. This User's Guide for ISSOE teachers will explain data collection options, schedules, processing and correction procedures. Also, a section is included explaining what to do, should problems develop in reporting student progress.

DATA COLLECTION OPTIONS

This section explains options for using data-collection forms to report student accomplishments. The local administration should select the option most appropriate for satisfying its own needs.

Annotated Individual Education Plan (IEP)

The first alternative for periodic reporting of individual student progress is to use a copy of the student's Individual Education Plan. The IEP contains the ISSOE competencies which an individual student has targeted for completion. Any of the three styles of the IEP can be annotated and used to report data concerning student progress. Photo-reduced copies of the IEP options are shown on pages 6, 7 and 8. For a detailed description of how to develop an IEP, see the ISSOE User's Guide "Planning Student Programs."

To use the IEP for reporting student progress, the teacher indicates the accomplishment for each competency on the student's IEP. Within this method there are two options:

1. For districts that have chosen to use a proficiency rating scale, the teacher indicates in the appropriate columns the date the competency was completed, and the proficiency level attained. The IEP is then sent to the data collection office at reporting times determined by your district. The performance guides on the following page could be used to report student progress.

   It should be noted that this method of evaluation is not recommended because using proficiency indicators changes the nature of the reporting process. Indicating that a student has achieved outstanding performance requires a value judgment by the teacher; it is not an objective assessment. The preferred choice of reporting is in terms of instructional gains.

Proficiency Indicator	Description
1.	Requires Supervision. Performs task, requires considerable supervision/assistance. Meets minimum job standards.
2.	Adequate Performance. Performs task satisfactorily, but requires periodic supervision/ assistance.
3.	Skilled Performance. Performs task without supervision/ assistance with proficiency in speed/ quality.
4.	Outstanding Performance. Performs task without supervision/ assistance, can lead others in performing task. Has initiative and adaptability to special problems.

2. For districts that have chosen not to use a proficiency rating scale, the teacher indicates the date the competency was completed and again sends the copy to the data collection office at reporting times selected by your district.

This option is far better, because competency based instruction sets predetermined completion requirements. That is, each ISSOE catalog describes the final conditions which the student must meet in order to be competent in a particular task. Reporting student progress in terms of level of instruction reached, rather than proficiency, is more conducive to competency based instruction. The following instructional levels may be used for reporting student progress on the IEP.

Instructional Indicator	Description
NI	Not Instructed. This indicator is used to explain that the student should not be held accountable for this task. At the time that "NI" is indicated on the IEP, the student has received no instruction related directly to this task. When "NI" is marked, the column "Date Completed" should be left blank.
NC	Not Completed. This indicator is used to show that the student should not be held fully accountable for this task. At the time that "NC" is indicated on the IEP, the student has received some instruction related to the task but has not received all the instruction necessary to insure thorough knowledge and proficiency of the task's requirements. When "NC" is marked, the column "Date Completed" should be left blank. The teacher should make note, however, of the date the competency was assigned and determine if the student appears to have trouble completing the competency in a reasonable time.
C	Completed. This indicator is used to show that the student should be held fully accountable for the requirements of this task. The student should have completed the task's requirements as specified in the ISSOE catalog and be proficient at the level(s) described by the Criterion Referenced Measure. When the proficiency level is marked with a "C," the teacher should indicate in the column labeled "Date Completed", when the student finished the task.

I.E.P. by D.O.T. Job Title

Student's Name _____

UNIT: SALES CLERK: TRANSACTIONS

COMPETENCIES		Date Assigned	Date Completed	Proficiency Level
010101	Complete cash sale (take)			
010102	Complete cash sale (send)			
010103	Ver. cust. personal check			
010104	Comp. sale w/store chg crd			
010105	Comp. sale w/outsde chg crd			
010106	Comp. telephone order			
010107	Exchange merchandise			
010108	Issue cash/crd refnd/due bill			
010109	Comp. lay-a-way sale			
010110	Accpt coupons from cust.			
010111	Adj. cust. complaints			
010112	Rec. cust. req. mer/wnt slip			
010113	Prep. bulk merchan. for sale			
010114	Cor. reg. overring, dept. err			

UNIT: SALES CLERK: DUTIES

COMPETENCIES		Date Assigned	Date Completed	Proficiency Level
010201	Prep. cash drw for daily bus.			
010202	Bal cash register			
010203	Rept. hazardous cond.			
010204	Asst. in maint. store secur.			
010205	Ans. cust inqu (direc/prod)			

Student's Name _____

PLUMBING

UNIT: JOINING OF PIPE: STEEL

COMPETENCIES		Date Assigned	Date Completed	Proficiency Level
010101	Cut with Hacksaw			
010102	Cut with one-wheel cutter			
010103	Cut with 4-wheel cutter			
010104	Thread/non-adjust. Die			
010105	Thread/Adjust. Die			
010106	Thread/power-driven vise			
010107	Thread/power-driven machine			
010108	Join w/threaded coupling			
010109	Join to copper tubing			
010110	Join to plastic pipe			
010111	Join to cast iron pipe			

UNIT: JOINING OF PIPE: COPPER

COMPETENCIES				
010201	Cut with Hacksaw			
010202	Cut with Tubing Cutter			
010213	Bend soft/spring bender			
010204	Bend hard/tubing bender			
010205	Bend hard/ heat method			
010206	Join hard/copper coupling			
010207	Join soft/comp. fitting			
010208	Join/ flared fitting			
010209	Join/swedge method			
010210	Join copper/plastic-sweating			
010211	Join copper to steel pipe			
010212	Join copper to cast iron			

I.E.P. "Open Format"

Student's Name _____

UNIT: _____

COMPETENCIES		Date Assigned	Date Completed	Proficiency Level

For teachers or districts that also desire work habit indicators displayed on the student's Record of Achievement/Occupational Preparation Profile, the teachers should complete the "Employee Characteristics" sheet. This sheet is available from the Cornell Institute for Occupational Education or your ISSOE Regional Coordinator and comes in pads of 50 copies. An example of the form is shown at the bottom of this page. The teacher should fill in the top part of the form indicating when the student attends class (a.m. or p.m.), the instructor's name, and the pupil's student number, first name, middle initial and last name. The teacher should then check the appropriate level for each of the employee characteristics, indicate the number of days the student was present in the class, and the number of days (Program Days), the class was held. This form should then be clipped to, or inserted in, the IEP folder.

a.m. p.m. Instructor Student No. First Name Initial Last Name

Employee Characteristics

	Requires Supervision	Adequate	Outstanding
Safety & Health Practices			
Responsibility			
Co-worker Relationships			
Cooperation			
Initiative			
Grooming & Personal Hygiene			
Punctuality			
Compliance with Rules & Regulations			
Conscientious Work Performance			
Self-control Under Stress			
Acceptance of Supervision			

Attendance

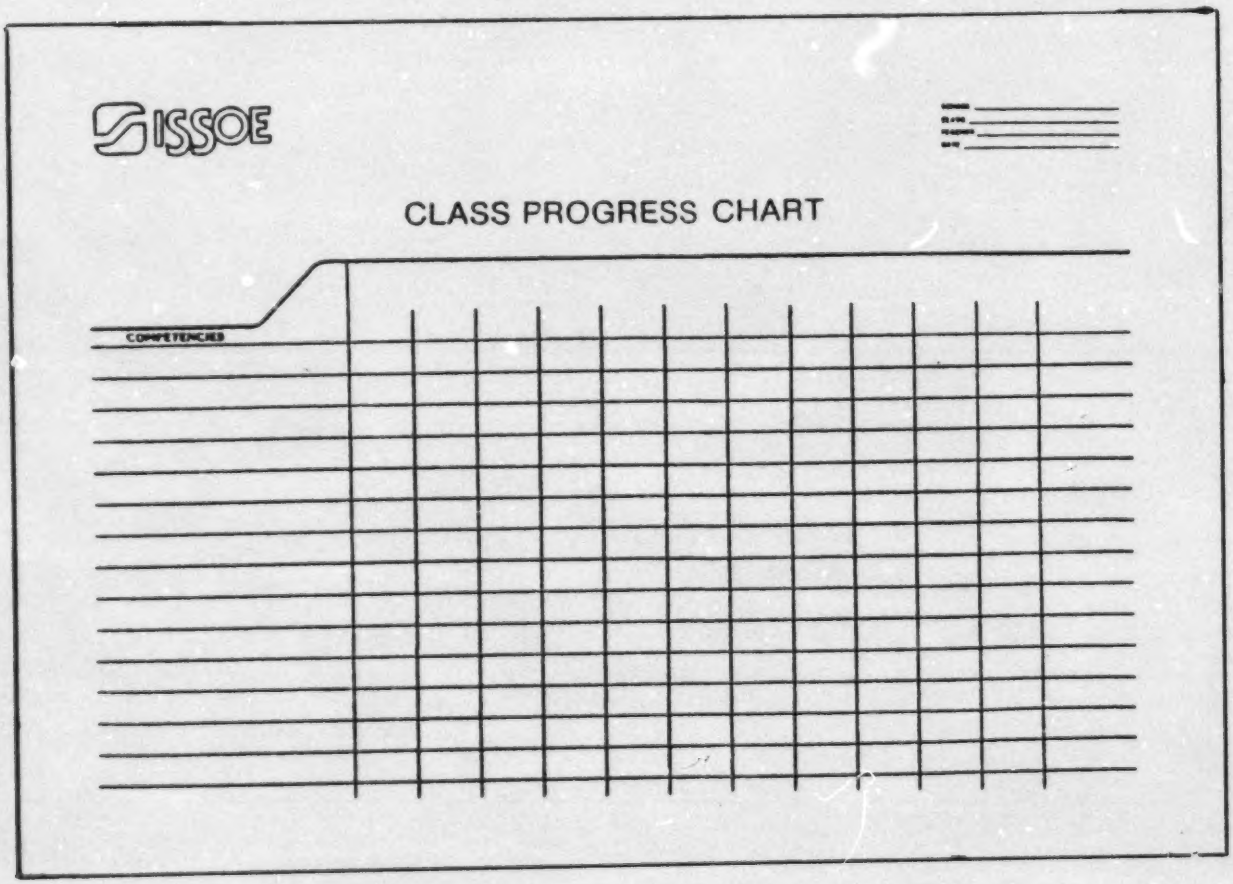
No. of Days Present

No. of Program Days

Class Progress Chart

The second alternative for reporting data on student progress in ISSOE programs is the use of the Class Progress Chart. This form, (see below), should list all the major competencies of the particular ISSOE occupational program, and provides one form to report class achievement periodically during the year. (Reporting dates are set by the local district.)

The teacher may need to fill in all blanks on thr form for the first reporting period. After evaluation by the data collection office, the chart is returned to the teacher for subsequent reporting periods, will all the previous data included. The teacher then only updates the form.



Instructions for Completing the Class Progress Chart (refer to the example on page 12).

1. Fill in name of school.
2. Fill in class identification--a.m. or p.m.
3. Fill in teacher's name.
4. Fill in date on which reporting period ends.
5. List each student in class. List in alphabetic order, last name, first name, and middle initial.
6. Fill in the competencies required in the program listing them in ascending order based upon their ISSOE task number.
7. Locate each competency completed by each student.
8. Place a proficiency rating in accordance with the system in your district, (see pages 4-5), in the square that corresponds to the student's name and competency.
9. For districts desiring work-habit indicators displayed on the student's Record of Achievement, it will be necessary to fill in an "Employee Characteristics" form, (see page 9), for each student. Attendance and number of program days can be recorded on this form.

ISSOE

1
2
3
4

CLASS PROGRESS CHART

COMPETENCIES	5	5	5	5	5	5	5	5	5	5	5	5
6	8											
6		8										
6												
6												
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DATA COLLECTION SCHEDULE

The data-collection schedule is based on the individual needs of the school district and is determined by the individual district. Data should be collected at regular intervals to facilitate optimal planning by the teacher. Data can be collected weekly, bimonthly, monthly, or at intervals corresponding to the regular school reporting periods.

Data Collection Office and Submission Options

Teachers will be directed by the school district administration as to where the data collection forms are to be sent. Options for data collection are:

1. Districts presently using an outside agency or other agency in the district to prepare student reports may use the same channels to process these reports. The teachers may be directed to send the data forms to the processing agency.

2. The district designates an office to collect the student reporting forms. This office prepares these reports for the next step in the process. These reports can be processed locally or sent to an outside agency for processing.

Data Processing Options

The local district will select the option that will best meet its needs. It is important to consider the following when choosing an option:

1. The turn-around time from submission of data to return of reports to the teacher.
2. The agency processing the data must be sensitive to the needs of the local district.
3. The agency must be able to maintain confidentiality of student data.

The data on student progress could be processed the following ways:

1. Local School District
   a. Manually
   b. By a mini-computer or word processor
   c. By a large computer
2. Local agency or local computer center
3. Regional computer center
4. Cornell Institute for Occupational Education
   a. Manually
   b. By a mini-computer or word processor
   c. By a large computer

PROCEDURES FOR

MAKING CORRECTIONS

Corrections are to be made by using the data-reporting form which was initially used for regular data reporting in your district. This is to be identified as an amended data report and sent in with the next data report. This avoids the complication of having a second form to contend with. Also, in order to know precisely what is to be corrected, the old data needs to be included but crossed out according to directions.

To make corrections:

Fill out the top of the form as usual.

1. Corrections in school name, program and teacher.

   a. Draw a line through the incorrect portion.

   b. Make correction above it.

2. Student Name.

   a. Draw line through incorrect name.

   b. Print in correct name above incorrect name.

3. Major competencies recorded or not recorded.

   a. IEP:

      1) If an objective was recorded as completed but was not, circle and draw a line through that objective.

      2) If objective was met but not recorded, circle the objective, fill in the date it was completed and proficiency level obtained.

   b. Class Progress Chart:

      1) If an objective was recorded as obtained, but was not, circle the box under the appropriate but incorrectly recorded objective. The box should be blank.

      2) If objective was not recorded but should have been, circle the box and fill in proficiency rating under appropriate objective.

4. Incorrect proficiency rating.

a. IEP:

Identify correct objective with incorrect proficiency rating, and circle objective and proficiency rating. Write in the new rating outside the circle near the old rating.

b. Class Progress Chart:

Circle the incorrect proficiency rating, draw line to right edge of page, and identify the correct rating there.

After corrections have been made, send the form to the data-collection office or designated agency.

IF PROBLEMS DEVELOP...

To solve particular problems that may surface:

1. If your system is using the local option for data-collection and processing, contact the people at your local data-collection office for routine questions.

2. For other problems and concerns, contact the local administrator responsible for the data-collection process.

3. Contact your Regional Coordinator or Area Facilitator.

4. Personnel at the Cornell Institute for Occupational Education are available for solving problems associated with implementing the ISSOE system for reporting student progress. Please call the Institute (607-256-6515) for assistance.

This ISSOE User's Guide explained one of the components of the system for managing student progress. That component, the system for reporting student progress, contains many options related to data collection, schedules, and processing of information. Teachers should use those parts of the reporting system which are compatible with their philosophies, school needs and other ISSOE components.